

1993

Report of the New Program Review Committee for 1992-93: Ph.D. in Education

University of Rhode Island Faculty Senate

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UNIVERSITY OF RHODE ISLAND
Kingston, Rhode Island
FACULTY SENATE
BILL
Adopted by the Faculty Senate

TO: President Robert L. Carothers

FROM: Chairperson of the Faculty Senate

1. The attached BILL, titled Report of the New Program Review
Committee for 1992-93: Ph.D. in Education,
is forwarded for your consideration.
2. The original and two copies for your use are included.
3. This BILL was adopted by vote of the Faculty Senate on January 28, 1993.
(date)
4. After considering this bill, will you please indicate your approval or disapproval. Return the original or forward it to the Board of Governors, completing the appropriate endorsement below.
5. In accordance with Section 10, paragraph 4 of the Senate's By-Laws, this bill will become effective February 18, 1993, three weeks after Senate approval, unless: (1) specific dates for implementation are written into the bill; (2) you return it disapproved; (3) you forward it to the Board of Governors for their approval; or (4) the University Faculty petitions for a referendum. If the bill is forwarded to the Board of Governors, it will not become effective until approved by the Board.

January 29, 1993
(date)

Leonard M. Kahn
Leonard M. Kahn
Chairperson of the Faculty Senate

ENDORSEMENT

TO: Chairperson of the Faculty Senate

FROM: President of the University

Returned.

- a. Approved LM.
- b. Approved subject to final approval by Board of Governors ✓.
- c. Disapproved 8/5/93.

2.4.93
(date)

R. L. Carothers
President

UNIVERSITY OF RHODE ISLAND
Kingston, Rhode Island

FACULTY SENATE

On January 28, 1993, the Faculty Senate approved the following recommendation of the Program Review Committee for 1992-93:

That the Faculty Senate approve the proposed **Ph.D. in Education** with a Class C designation.



CENTENNIAL

University of Rhode Island

Office of the Vice President for Business and Finance

TO: Kent Morrison
FROM: J. Vernon Wyman
SUBJECT: BUDGETARY IMPACT STATEMENT - Ph.D. IN EDUCATION

November 12, 1992

I have reviewed the Ph.D. in Education Program proposal with the University Budget Director and this memorandum is offered as an assessment of the budgetary impact of the proposed program in accordance with the University's academic program approval procedures. The program is unique in that it is to be offered under the joint oversight and with the joint support of the University and Rhode Island College under an agreement executed by the Presidents of the two institutions in August 1991.

The program documentation indicates that it will require the commitment of unrestricted budgetary resources above and beyond those currently supporting programs at the respective institutions. The intent is that the University and the College would each support half of the new costs associated with the delivery of the Ph.D. in Education Program.

Appendix D in the program documentation identifies the estimated annual expenditures for the first four years of the joint doctoral program. Appendix D was originally presented with a start-up year in FY 1992-93. The first year of the proposed program would now be FY 1993-94. A review of the original projections of revenues and expenditures at both institutions has concluded that they remain within appropriate funding levels for FY 1993-94 with some limited exceptions. The following changes to the original Appendix D Tables have been incorporated in this budget impact analysis and are displayed in Enclosure A:

- * Dates were changed to reflect FY 1993-94 as the start-up year and FY 1996-97 as the fourth year of the program.
- * A minor change was incorporated in the fringe benefits for personnel in FY 1993-94 as calculated by the University Budget Office
- * The actual tuition rates proposed in the FY 1993-94 Budget Request have been incorporated and subsequent year increases have been reduced to 6% per year versus the 9% per year more closely reflecting current efforts to constrain tuition and fee increases for public higher education students in Rhode Island.

(Note: The impact of these changes taken collectively has a minimal affect on the total calculations of revenues and expenditures. It has been done here primarily to update the information.)

The total annual expenditures for the joint doctoral program are projected to increase from \$196,000 in 1993-94 the first year (the program development year) to over \$767,000 in the fourth year, FY 1996-97 with a full complement of 34 students in year four.

Personnel engaged in the development of the program in the first year include an administrator, one clerical position, and one graduate assistant. Two faculty would be added in the second year and one additional faculty member in each of the next two years for a total complement of four faculty by the fourth year of the program.

Graduate stipends and tuition remission for twelve second year students represents a major expenditure category in support of the third and fourth years of the doctoral program at \$257,000 in FY 1995-96 and \$284,000 in FY 1996-97 as originally projected. Tuition remission is reflected in both the income and expense calculations and constitutes approximately \$100,000 of this expense category in the referenced fiscal years. It is not clear from the Program proposal as to whether third parties such as local school systems or Federal and State agencies would provide funding to support a portion of the graduate stipends and tuition remission expenditures. These prospective revenue sources are not identified in the current analysis.

Enclosure B provides a four-year outlook for tuition revenue based on the student complements referenced, updating the original Appendix D. The first year of the program the single graduate assistant's tuition is offset by tuition remission on the expense side. In the subsequent three years tuition income is projected to increase from \$67,000 in FY 1994-95 to \$227,000 in FY 1996-97. The following table displays the total new expenditures and new revenues associated with the doctoral program:

Category	FY 1994	FY 1995	FY 1996	FY 1997
Total Exp.	\$195,759	\$328,176	\$673,941	\$786,086
Tuit. Rev.	6,651*	67,232	161,503	227,219
Net R./E.	\$189,108	\$260,944	\$512,888	\$548,867
Restr. Fndng.	\$189,108	\$260,944	\$512,888	\$548,867

* - Tuition based on FY 1993-94 Request

UNIVERSITY OF RHODE ISLAND
REVISED BUDGET

NOVEMBER 9, 1992

JOINT DOCTORAL PROGRAM IN EDUCATION: URI AND RIC
EXPENDITURE ESTIMATES

The significant investment called for to fund this doctoral program and the shared responsibilities for supporting it between the University and the College suggests that a non traditional view of associated tuition and fee revenues may be warranted. Since the two institutions will be sharing equally in the program's expenses, the arrangement may call for the tracking and sharing in the tuition and fee revenues. Students enrolled in the Ph.D. in Education could be specifically identified through registration and bursar records.

The University and the College have reflected the first year's funding for the program as a "restrained funding request" in the 1993-94 Unrestricted Budget Request. That request has been approved by the Board of Governors and is currently under review by the State Budget Office. The full \$196,000 is being sought as an addition to the "current service level" funding for the balance of the College and the University's programs and support services. If the restrained funding request is supported for FY 1993-94, additional restrained funding requests for FY 1994-95, FY 1995-96, and FY 1996-97 would be planned in order to bring the program to a fully funded level in the 1996-97 fiscal year.

With regard to building space for the program, the proposal indicates that course-work would be conducted in instructional facilities at the University and at Rhode Island College. The location of the office space for administration and faculty associated with the program have not been specifically identified. This aspect of the program plan should be clarified, particularly with the space constraints we face currently on the Kingston Campus.

Enclosures

cc: O. B. Kenerson
M. B. Swan
B. Brittingham
✓ S. Black-Grubman
L. Barret

PHDED.092

PERSONNEL SERVICES	FTE	1993-94	1994-95	1995-96	1996-97
ADMINISTRATOR (+4.5%)	1	68,970	72,074	75,317	78,706
FACULTY (+4.5%)					
YEAR ONE (46,630)	0				
YEAR TWO (47,729)	2		95,458		
YEAR THREE (50,922)	3			152,766	
YEAR FOUR (53,213)	4				212,852
SUMMERS (3,573 + 4.5%)			7,468	11,706	16,312
SECRETARY (+4.5%)		24,000	25,080	26,209	27,389
FRINGE BENEFITS @ 30%		27,485	60,024	79,799	100,578
TOTAL PERSONNEL		120,455	260,104	345,797	435,837
CONSULTANTS					
PLANNING/EVALUATION (+4.5%)		5,000	5,225	5,460	5,706
VISITING SCHOLARS (+4.5%)		5,000	5,225	5,460	5,706
TOTAL CONSULTANTS		10,000	10,450	10,920	11,412
OPERATING EXPENSES					
TRAVEL					
OUT-OF-STATE		1,500	3,000	4,500	4,500
IN-STATE		500	500	500	500
PUBLICATIONS		5,000	4,000	4,500	5,000
OTHER		5,000	8,000	10,000	12,000
TOTAL OPERATING EXPENSES		12,000	15,500	19,500	22,000
CAPITAL					
LIBRARY (+ 9%)		15,000	16,350	17,822	19,426
TECHNOLOGY		20,000	7,000	3,500	3,500
OFFICE FURNISHINGS		4,000		4,000	
SPACE				15,000	
TOTAL CAPITAL		39,000	23,350	40,322	22,926
STUDENT ASSISTANCE					
FELLOWSHIPS 1/YEAR (+9%)			3,000	6,540	10,695
GRADUATE ASSISTANT					
STIPEND (+9%)		8,000	8,720	9,505	10,361
TUITION 4,983 (+6%)		6,304	7,052	7,477	7,927
1,668 (+6%)					
SECOND-YEAR STUDENTS					
STIPENDS 12 @ 12,000 (+9%)				144,000	156,960
TUITION 12 @ 4,983 (+6%)				89,880	97,968
1,668 (+6%)					
TOTAL STUDENT ASSISTANCE		14,304	18,772	257,402	283,911
TOTAL EXPENDITURES		195,759	328,176	673,941	776,086
UNIVERSITY SHARE OF EXPENDITURES		98,177	163,998	336,977	388,162

OFFICE OF V.P. FOR BUSINESS AND FINANCE
FILE:LB:JOINDOC.WK3

**UNIVERSITY OF RHODE ISLAND
REVISED BUDGET
JOINT DOCTORAL PROGRAM IN EDUCATION: URI AND RIC
REVENUE ESTIMATES**

	1993-94	1994-95	1995-96	1996-97
TUITION				
FIRST-YEAR STUDENTS (12)				
SUMMER + PT = 17 CREDITS		\$60,180	\$63,852	\$67,728
1993-94 \$278 REQUEST				
1994-95 \$295 +6%				
1995-96 \$313 +6%				
1996-97 \$332 +6%				
SECOND-YEAR STUDENTS (12)				
FT + SUMMER = 6 CREDITS			\$89,724	\$95,124
1993-94 \$4,983 + \$1,668 REQUEST				
1994-95 \$5,282 + \$1,770				
1995-96 \$5,599 + \$1,878				
1996-97 \$5,935 + \$1,992				
THIRD-YEAR STUDENTS (10)				
PT + SUMMER = 17 CREDITS				\$56,440
1993-94 \$278 REQUEST				
1994-95 \$295 +6%				
1995-96 \$313 +6%				
1996-97 \$332 +6%				
GRADUATE ASSISTANT (1)				
FT + SUMMER	\$6,651	\$7,052	\$7,477	\$7,927
TOTAL REVENUES	\$6,651	\$67,232	\$161,053	\$227,219

OFFICE OF V.P. FOR BUSINESS AND FINANCE
FILE:LB:JOINDOC.WK3
NOVEMBER 10, 1992

A. Program Information

1. Institutions: University of Rhode Island and Rhode Island College
2. Department and College:

<u>University of Rhode Island</u> Department of Education Faculty in Teacher Education College of Human Science & Services	<u>Rhode Island College</u> School of Education and Human Development (SEHD)
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3. Title: Ph.D. in Education
4. Intended Date: July 1, 1992 (Planning Year)
5. Date of First Degree: June 1997
6. Location of Program: University of Rhode Island, Kingston and Rhode Island College, Providence
7. Review and Approval Process:

<u>University of Rhode Island</u> Education Department Faculty in Teacher Education College of Human Science & Services Graduate Council New Program Review Committee Faculty Senate President	<u>Rhode Island College</u> Faculty in SEHD SEHD Curriculum Committee SEHD Council of Chairs and Center Directors College Graduate Committee College Curriculum Committee President
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8. Description of Program: This is a proposal for the establishment of a Ph.D. in Education. It will be a joint program between The University of Rhode Island and Rhode Island College.
9. Approved:

<u>Robert L. Carothers, President</u> University of Rhode Island	<u>John Nazarian, President</u> Rhode Island College
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10. Persons to Contact During Review:

Name: Dr. Barbara Brittingham Title: Dean, College of Human Science and Services Telephone: 792-2244	Name: Dr. John Bucci Title: Acting Dean, School of Education and Human Development Telephone: 465-8112
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B. Rationale

The Ph. D. in Education is designed to prepare scholar practitioners to undertake new professional roles as educational leaders, mentors, and scholars. Students will be expected to develop the skills of scholarly inquiry and professional collaboration. The central focus of the Doctoral Program will be grounded in the knowledge bases of school teaching and learning. In addition to this general focus, each student will develop an area of specialization and conduct an independent research project culminating in the doctoral dissertation.

The major goal of this joint doctoral program in education is to prepare scholar practitioners. Students will develop new professional roles as leaders, mentors and scholars. Four program objectives support this goal:

1. to acquire and apply the skills of professional collaboration in education;
2. to develop and employ the skills and processes of scholarly inquiry;
3. to demonstrate expertise in an area of specialization which advances the mission of the American school; and
4. to establish practices which promote progress in school settings through attention to emerging research and developments.

To achieve its central goal of preparing future-oriented scholar practitioners who can move beyond existing practices and programs and lead the establishment of new directions in education, the Program combines several innovative components with the more traditional aspects of doctoral study. The component which distinguishes this program from many other doctoral programs is the inclusion of a sequence of cohort-based core seminars in which students study and work together on common school-based projects in the context of a problem-solving case study approach. Another unique component of the Program is the integration of field-based research experiences within the content focus of these core seminars each year. These important aspects of the program are designed to facilitate students learning from each other and to develop skills of working collaboratively with each other and with other professionals in the education community.

Rhode Island is the only state in the country that does not offer a doctoral degree in the field of education. The topic is now a timely one, given the attention in the last five years or so on the "reform" of teaching, teacher education, and the schools. Rhode Island has the opportunity to design a program to address the educational problems of the 1990's, without having to fix a program long in place. Emphasis in the program will be on school teaching and learning. The program

has been designed with Rhode Island schools in mind; it will have a clear and positive impact on Rhode Island schools.

In November and December of 1988, Rhode Island school teachers and administrators were surveyed to determine the need for an in-state doctoral program in education. Approximately 30% (1,846) of a total of 6,000 responded to the questionnaire. About 44% of the respondents indicated that they were very interested (22%) or somewhat interested (22%) in this type of program. The most often cited areas of "particular interest" in a program were teaching and learning (36%) and curriculum (30%). Approximately two-thirds (67%) of the respondents expressing interest indicated they would apply immediately or within three years. Among those expressing high interest, nearly 92% indicated they would apply immediately or within three years.

Written comments provided by respondents to this survey complement the quantitative responses. Many respondents described interest in a doctoral program which promoted the improvement of their professional practice. Even those respondents not personally interested in a doctoral program expressed the expectation that such a program would contribute to the enhancement of education in Rhode Island. Quantifiable responses to this survey together with written comments document the need for a doctoral program in education.

The following are expectations about the students and the requirements they must satisfy as part of their program.

1. The program is designed for students who have previously earned a Master's degree from a regionally accredited institution.
2. The largest segment of the student body will be school practitioners (teachers and administrators) from Rhode Island who wish to develop advanced teaching and leadership skills.
3. The program is designed to admit a small cohort of students, approximately 10-12, each year.
3. A minimum of two consecutive semesters of full-time residence (9 credits) must be maintained. This will typically occur during the second year of study.
4. The program must be completed in a seven-year period.
5. There will be one admissions process that involves faculty and administrators from both institutions. Specific admissions criteria will be developed by program faculty during the development year. These criteria will be consistent with existing policies of the Graduate Schools at both institutions and will be comparable to those currently used in exemplary doctoral programs in education.
6. Three assessment points determine student retention in the program. At the completion of the first year, students must successfully complete a written qualifying examination together with research methodology and analysis requirements and receive a positive recommendation

from Core I professors. Upon completion of the second year, students must receive a positive recommendation from Core II professors. Upon completion of the core seminars and specialization area coursework, students must successfully complete comprehensive examinations.

The development of this program was guided by an Interinstitutional Committee consisting of administrators and faculty members from both institutions as well as representatives from the Office of Higher Education. A Faculty Program Planning Committee developed the program proposal which was reviewed at key stages in the development process by members of the Interinstitutional Committee as well as faculty members at both institutions. Members of the Interinstitutional Committee and the Faculty Planning Committee are listed in Appendix A. During the planning year, the proposal will be distributed to a small group of outside reviewers who were invited to provide input at the initial planning meeting of faculty from both institutions in August 1989. These reviewers represent practitioners as well as national leaders in the field of education.

C. Institutional Role and Interinstitutional Considerations

This program has been developed in recognition of Rhode Island College's 137 year history of academic programs in the field of education and the strength of its faculty in this area and also in recognition of the University of Rhode Island's history and experience in doctoral education, its mission in research, and the strength of its faculty in teacher education and school-related programs. This program would be an important extension of existing teacher education programs at the undergraduate and graduate levels at both institutions. Rhode Island College has 56 graduate programs in education while the University has 11 graduate programs in education including a Ph.D. in School Psychology. Rhode Island College also offers the Certificate of Advanced Graduate Study beyond the Master's degree in education.

The program described in this proposal has been developed based on certain assumptions about the nature of the involvement of program faculty and administrators from Rhode Island College and the University of Rhode Island. A document describing the agreements on the governance and administration of the joint program can be found in Appendix B. These understandings reflect the position that the doctoral program is a single cooperative program, one in which faculty from each institution share equal responsibility for all aspects of program governance and operation. More specifically:

1. There will be a Program Committee on which the faculty from the two institutions shall have equal representation. The Program Committee will consist of four members of the program faculty from

The University of Rhode Island and four from Rhode Island College. This committee will provide overall guidance to the program. Any proposed modifications to the curriculum must first receive the approval of a majority of this committee. In addition, it is understood that other committees that shall be formed relative to this program (e.g. admission, appeals) shall have equal representation from the two institutions.

2. The Program Committee will be a representative group of the program faculty and will be responsible for developing policies and procedures that are normally within the responsibilities of the faculty.
3. Faculty from the two institutions will team-teach the core seminar.
4. All student doctoral and dissertation committees will include at least two faculty member from each institution.
5. An Administrative Committee will consist of the graduate dean from each campus, the appropriate college dean from each campus, and one member of the Program Committee from each campus. Chief academic officers, may, at their discretion, designate one additional member, to serve on the Administrative Committee. The Administration Committee will provide such liaison, communication, and oversight as one normally expects between departments and deans with respect to graduate programs.

There are a number of doctoral programs in Education in the region including Harvard, Boston College, Boston University, the University of Massachusetts, and the University of Connecticut. In general, these programs are traditional doctoral programs in Education. The nature of this joint program, which will bring school teachers and administrators together in cohort groups to work collaboratively with Rhode Island schools to address real problems of school teaching and learning, will be distinctive.

D. Content

The content of this program is selected and arranged to prepare scholar practitioners who are (1) skillful in research models and analytic processes; (2) grounded in the values and adept in the practice of professional collaboration; (3) expert in an area of specialization; and (4) able to promote progress in school settings. The skills of scholarly inquiry are acquired in coursework, applied during field experiences and refined within core seminars and through interaction with faculty on the doctoral committee. Practices essential to professional collaboration are identified and modeled in core seminars and refined through interaction within a cohort group as it works with school professionals during field experiences. Expertise in a specialization area is acquired through coursework, applied in field experiences and refined through interaction with the doctoral committee and within core seminars.

Viewing the proposed program from both a chronological and a topical perspective will provide a framework to make clear its content and structure. Chronologically, the program progresses from a focus on educational inquiry and foundations in the first year, to the study of learning, instruction, and human development in the second year, and finally to larger issues of educational leadership and policy analysis in the third year. Typically, a student's 4th and possibly 5th year will be devoted to the research and writing of the dissertation. Part-time students may also use the 4th and 5th years to develop their areas of specialization. Students will be required to pass a comprehensive exam at the end of year 3 before progressing with dissertation work. Required core seminars and statistics and research methods courses, courses taken in the area of specialization, and mentoring by the student's doctoral committee all contribute to this sequence of learning experiences.

When viewed topically, the Doctoral Program is composed of four major strands. The first strand is composed of the three, year-long core seminars which integrate seminar content within field-based research experiences. The main function of this strand is to provide broad scholarly preparation across the areas of foundations, inquiry, teaching and learning and educational leadership. The students' work through the core seminars and integrated field experiences will contribute substantially to students' preparation to take the comprehensive examination.

The second strand is the development by each student of an approved area of specialization. The specialization area will be supported by a minimum of four advanced courses and will usually be congruent with the topical area in which the dissertation will be conducted. The specialization area will lead to the student's identification with a specific area of scholarly expertise.

The third strand consists of apprenticeship and mentoring in the context of the students' relationship with a major advisor and doctoral committee. Work in this strand will typically complement the development of a specialization area and may involve research internships and experiences. The culmination of the students' efforts in this strand will be the doctoral dissertation which is written under the direction of the major advisor and doctoral committee.

The fourth strand includes those courses and other experiences which contribute to the student acquiring research expertise. Experiences which lead to students becoming competent researchers and scholars cut across the other three strands. These include field-based research experiences which are conducted in conjunction with the core seminars, required data analysis and research methodology courses, and research experiences gained through working with the major advisor and doctoral committee, including the preparation of the doctoral dissertation.

The following sections contain more detailed explanations of the content and structure of each of these strands. Where appropriate course content and the nature of research experiences are explained. Also included is a full chronological sequence of the program which includes an explanation of required student assessment points.

It is important to recognize that the elements of the strands, as outlined here, represent the minimum that will be required for the completion of the program. Depending on the academic and professional background and interests of the students, additional course work may well be required. Decisions about additional requirements will be made by the student and his/her major advisor and doctoral committee.

This program is designed to accomplish its stated goals and objectives. It is not designed to satisfy specific state or regional certification requirements. Attention to certification requirements as plans of study are developed, may lead to certification. However, certification is not an explicit, anticipated outcome of this program.

Core Seminar and Cohort Concept

The three-year sequence of core seminars represents the organizing structure as well as the philosophical orientation of the Doctoral Program in Education. They are designed to incorporate into the program a central focus on a collaborative approach to problem-solving and scholarly inquiry through the use of cohort grouping of students focusing on fundamental issues of educational scholarship and leadership.

Each entering class of the Doctoral Program in Education will participate in a three-year sequence of core seminars as a cohort group. Each of the year-long core seminars will be focused around a general theme and a specific set of issues relevant to that theme. The approach to the study of these issues, however, will not be the traditional course/text/instructor-driven model. Rather, a problem-oriented/clinical case study approach will be used with several Doctoral Program faculty co-teaching each seminar. This distinction is central to the collaborative, problem-solving orientation of the Doctoral Program as a whole. The content and issues included in each year's core seminar will be studied as they arise in conjunction with, and as an integral component of, specific educational problems and issues that are the focus of study for smaller teams of doctoral students within the larger seminar cohort group. Relevant topics and readings, methods of inquiry, general background literature, and problem-solving strategies will be determined in relation to these specific problems and issues. Examples of topics and issues included in each seminar are listed in Appendix C.

The problems and issues which serve as case studies for the focus of each year's seminar will usually be those in which doctoral students are involved for the field-based research experiences which are conducted in conjunction with the seminar. Each year, small teams of doctoral students will work with school teachers, administrators, and/or state personnel to identify and study a specific educational problem of the school, district, or state. In collaboration with school personnel, doctoral students will work to define the problem, collect relevant data, develop appropriate methods of analyzing and evaluating data, clarify linkages to theory and research relevant to the problem, and prepare a report of findings and recommendations. Over the three years of core seminars the types of focus problems will evolve from those that are more local and small scale to larger, statewide and regional educational and policy issues.

The organizing theme for the first year core seminar will be Educational Inquiry and Foundations. For the field-based research component students will focus on a problem related to a school or several classrooms. During the second year the organizing theme will be Learning, Instruction, and Human Development. The field-based research component will focus on a problem related to instruction or achievement. For the third year the core seminar topic will be Organizational Theory, Leadership, and Policy Analysis, and the field-based research will involve the study of a system wide or state level problem. Specific topics and issues covered in each year-long core seminar are listed in the brief course descriptions section of this proposal.

Areas of Specialization

Students will select an area of specialization in addition to the core and will take a minimum of four courses in this area. The specialization encourages the student to develop scholarly expertise in a specific area within this more general Doctorate in Education. Appropriate coursework for a specialization will be determined by the student and his/her doctoral committee. It is the student's responsibility to submit in writing, with the program of study, a description of how specialization courses fit together and contribute to his/her program.

Major Advisor and Doctoral Committee

Each student will have a doctoral committee composed of at least four Doctoral Program Faculty with at least two representative faculty member from each institution. The student's major advisor will serve as the chairperson of the doctoral committee. The function of the committee and major advisor will be to provide guidance to the student in the development of an individual program of study, including area of specialization courses and possibly other courses based on student interests. The doctoral committee will also encourage mentorship in specific areas of scholarly expertise. Students may work as research apprentices on the research of one

or more faculty members during their doctoral studies. The other function of the major advisor and doctoral committee will be to supervise the development and conduct of the dissertation research, writing of the dissertation, and final oral examination.

Development of Research Expertise

It is assumed that students enrolled in the program will have had teaching experience, will have been awarded a master's degree, and will possess some basic research skills. The program has school teaching and learning as its focus and is designed to prepare "scholar practitioners". It is organized around the concept of cohort study and the development of professional collaborative skills is emphasized throughout. Within this framework, activities and coursework are designed to develop each student's ability to engage in scholarly research of both an independent and collaborative nature. The following is an overview of the activities and course work designed to meet this objective:

1. **Core Seminars.** (3+) Each semester students will be required to participate in a core seminar that will focus on a specific topic or theme. Core Seminar I is devoted to the examination of various models of inquiry and issues related to the application of these approaches and methodologies in school settings. In addition, in subsequent core seminars, each of which is organized around the examination of a school related theme or issue, there will be an emphasis upon research approaches to understanding these issues.
2. **Research Methodologies.** (3) A course in research methodology is required of all students. Taken concurrently with the first semester of Core Seminar I, this course is designed to provide a more formal and structured study of the four principal methodologies discussed in Core I: historical, philosophical, qualitative and quantitative analyses.
3. **Empirical Analysis.** (3) A course in empirical analysis is required of all students. This course will examine a range of analytic techniques with emphasis upon the general linear model and its use in educational situations.
4. **Field Research Practicum.** (8) Each semester, in conjunction with their core seminar, students will engage in a school based research experience. The problems selected for examination will be related to the topic or theme of the cohort seminar and will be addressed by student research teams working under the guidance of program faculty. These field-based research experiences are designed to provide students with an opportunity to test their ability, under rigorous guidance, to address fundamental research

issues as they are manifested in a variety of school problems. A brief description of the types of experiences for each year of the Field Research Practicum is provided below.

Year 1. Students will address issues and problems relating to a specific school or classroom situation. Emphasis will be given to problems and issues relating to the content proposed for Core 1.

Year 2. Students will address issues and problems, particularly those related to curriculum and instruction, which are system-wide and/or K-12 in scope. Since Year 2 is planned as the residency year, the Field Research Practicum will carry additional credit and will be more extensive than those in years one and three.

Year 3. Students will address issues and problems on a statewide and/or regional basis. This activity could be based in the state department of education, regional educational organizations, accrediting agencies, national professional organizations, or federally sponsored projects.

5. Dissertation. (12) The capstone research activity of the doctoral program, the dissertation, is the student's development, conduct and reporting of an original investigation.

The emphasis of the preceding research activities and coursework is on providing students with a context for their graduate study and on helping students match modes of inquiry with problems in ways that are consistent with the school-based focus of the program. The research strand of the program constitutes approximately 30% of students' structured coursework and approximately 50% of the total program.

Typical Sequence of Doctoral Program

Year One

Spring (prior to first enrollment)

1. Required Program Orientation (2 days) No credit

Fall

1. Core Seminar I 3 credits
Field Research I 1 credit
2. Research Methodologies 3 credits

Spring

1. Core Seminar I 3 credits
Field Research I 1 credit
2. Empirical Analysis 3 credits

Assessment Point One

1. Written qualifying examination
2. Completion of research methodology and analysis requirements
3. Positive recommendation from Core I professors

Year Two

Summer (optional)

1. Coursework related to specialization *

Fall

1. Core Seminar II 3 credits
Field Research II 2 credits
2. Coursework related to specialization *

Spring

1. Core Seminar II 3 credits
Field Research II 2 credits
2. Coursework related to specialization *

Assessment Point Two

1. Positive recommendation from Core II professors

Year Three

Summer

1. Coursework related to specialization *

Fall

1. Core Seminar III 3 credits
Field Research III 1 credit
2. Dissertation (Proposal Planning)

Spring

1. Core Seminar III 3 credits
Field Research III 1 credit
2. Dissertation (Proposal Planning)

Assessment Point Three

(Takes place after completion of core seminars and specialization coursework).

1. Successful completion of comprehensive examinations related to coursework and specialization area.

Year Four

Fall/Spring

Dissertation (Independent study)	12 credits
1. Proposal Planning (continued)	
2. Conduct of Study	
3. Submission of Dissertation	
4. Oral Defense	

*12 or more credits of specialization coursework to be taken in a sequence and pace determined by the student and his/her doctoral committee.

Summary of Minimum Program Requirements

Three year-long Core Doctoral Seminars (cohort enrolled, team taught)	Credits
1. Issues and Problems in Education Inquiry and Foundation	6 seminar 2 Field Research
2. Issues and Problems in Learning, Instruction, and Human Development	6 seminar 4 Field Research
3. Issues and Problems in Organization Behavior, Leadership, and Policy Analysis	6 seminar 2 Field Research
Other required courses	
1. Research Methodologies	3
2. Empirical Analysis	3
Specialization area	
1. 4 courses minimum required	12
Ph.D. Dissertation	12

Total Minimum Required	56

Descriptions of Courses to be Developed

This proposal provides for a planning year during which the courses listed above would be developed by the faculty. Once fully developed, these courses would be submitted for approval to the appropriate committees on both campuses. Following is a brief description of the courses to be developed during the planning year.

Issues and Problems in Educational Inquiry and Foundations - This core seminar examines issues and problems related to philosophical and historical aspects of educational thought, the role of school in society, and diversity issues. Emphasis is placed on ways of gathering empirical evidence about schools and program effectiveness, using qualitative and quantitative research methodologies and evaluation techniques. The seminar content will be derived from the field research projects of participants and readings on the above topics. Taken concurrently with Field Research Experience 1.

Field Research Experience - Year One - Study of instructional problems related to one school or to several classrooms. Teams of students work with school personnel to define the problem, examine relevant theory and research, design a way of studying the problem, collect data, and present written findings to school personnel. Taken concurrently with first year Issues and Problems seminar.

Issues and Problems in Learning, Instruction, and Human Development - This core seminar examines issues and problems related to learning, instruction, and human development. Topics may include issues and concepts in lifespan human development and the interaction among development and learning, curriculum, and instruction. The seminar content will focus on the above issues as they present themselves in the field research projects and other assigned readings. Taken concurrently with Field Research Experience II.

Field Research Experience - Year Two - Study of problems related to instruction or achievement in one subject area that encompasses both the elementary and secondary levels. Teams of students work with school personnel to define problem, examine relevant theory and research, design a way of studying the problem, collect data, and present written findings to school personnel. Taken concurrently with second year Issues and Problems seminar.

Issues and Problems in Organizational Behavior, Leadership, and Policy Analysis - This core seminar examines issues and problems in relation to organizational theory, leadership theory, and educational policy analysis. Problems addressed relate to how schools are organized, managed, and

regulated. The seminar content will be based on the field research projects of participants and readings in the above topics. Taken concurrently with Field Research Experience III.

Field Research Experience - Year Three - Study of system-wide educational problems at the central office or state level. Students work in teams with school district or state education agency professionals to design and execute an appropriate study and to report findings to school officials.

Research Methodologies - Introduces the scientific method and forms in inductive and deductive reasoning applied to the study of educational practice. The course is designed to acquaint the student with the fundamental forms of educational inquiry: quantitative, qualitative, historical, and philosophical. The application of these forms of analysis in educational research is differentiated from methods of evaluation and educational measurement. The student is expected to differentiate, in the literature, forms of inquiry and to read and analyze findings of educational research.

Empirical Analysis - Students systematically analyze data applying appropriate forms of empirical analysis. Formal methods of reporting evaluations will be studied and used. The student is expected to demonstrate proficiency in applying the appropriate methodological formulations to data to determine the significance with particular emphasis on the general linear model. Emphasis is placed on formal analysis and explanation of data.

F. Resources

The administration of the doctoral program will be shared equally by both institutions. Either a single director with a shared appointment or co-directors from each campus is envisioned. The precise nature of the appointment of the program director(s) will be resolved during the planning year.

The program director or co-directors will report to the Dean of the School of Education and Human Development at Rhode Island College and the Dean of the College of Human Science and Services at the University of Rhode Island. The Program Director(s) and Deans will coordinate their efforts with the Graduate Deans of the College and the University consistent with existing institutional policies and procedures.

Faculty assigned to the proposed program will be identified according to a process developed by the faculty committee and the interinstitutional committee and described in the Governance Agreement in Appendix C. Implementation of the program will require four additional faculty positions as well as a secretarial position. See the estimated budget in Appendix D for a description of personnel resources required for the program. Support during

the planning year includes resources for a planning/evaluation consultant and a visiting scholar. It must be emphasized that implementation of this program will require new resources.

Specific courses to be taught by particular faculty require development during the planning year (1992-93). These courses will proceed through the internal review processes at each institution as they are developed. Courses will be taught on both campuses by faculty from both institutions. Faculty assignments may be available as courses proceed through the approval process.

The combined learning resources of the two institutions are considered more than adequate to initiate a joint doctoral program in education. Rhode Island College has 28,711 volumes in the field of education. Numbers in parentheses indicate the periodicals relevant to programs offered by each of the departments at Rhode Island College:

Educational Leadership (119), Foundations (37) and Technology (26); Elementary Education (39); Counseling and Educational Psychology (89); Physical Education (41) and Health (7); Secondary Education (80); and Special Education (25). A plan for systematically adding selected periodicals to these holdings exist.

The collection in the University Library in Kingston contains approximately one million bound volumes and over 1,110,000 microforms. The collections in education and psychology are considered "average" in comparison to the "average" member of the library's peer group (Academic Libraries with 700,000-999,999 volumes). The distribution or proportions of the recent collection compared to the proportions of the average member is also similar. A 1988 survey of current holdings against Education Index and Social Science Citation Index (SSCI) revealed that the library holds 225 out of 314 journals covered in the Education Index; 59 of 98 titles in "Educational Research," 10 of 22 in "Special Education," and 15 of 22 in "Educational Psychology" categories from SSCI. The major education indexes and psychology indexes are available in paper copy as well as on CD-ROM.

Professional preparation in education at Rhode Island College is supported by the Henry Barnard School, its Curriculum Resource Center and its Audiovisual Center. Enrolling three hundred and five students and employing twenty-four teachers, the Barnard School provides unique opportunities for pilot testing curriculum materials and instructional methods. The Curriculum Resources Center houses contemporary instructional materials media and curriculum guides. The Audiovisual Center supports instruction through the availability of multiple forms of media.

The media and materials collection of the University is centrally housed within the Library and is available to education students and faculty. The current holdings in the Media Center include approximately 1200 titles in the video collection, 300 audio tapes, 125 films and 50 compact discs. In addition, the Center has free access to an in-state educational film library as well as the Rhode Island Library Film Coop.

Funds for additional learning resources, primarily periodicals and books, are provided for in the estimated budget (Appendix D) for the first four years of the program. Additional microcomputers will be required and are provided for in the budget estimate as well as other capital needs.

Classroom space during peak daytime hours at both campuses is at a premium. Courses enrolling doctoral students likely will be scheduled during off-peak hours. Space appropriate for small group instruction (10-12 students) should be available.

G. Evaluation

This proposal has been reviewed by the faculties at both institutions as part of the regular program approval process. Substantive issues of concern which are identified within the program approval processes at each institution will be resolved during the developmental or planning year. In addition, during the planning year, the proposal will be reviewed by external consultants representing practitioners as well as national leaders in the field of education to ensure that the program is both academically sound and that it addresses important educational issues that will enable its graduates to become future-oriented scholar practitioners.

Once the program has been established periodic reviews will be conducted by the program faculty. In addition the program will be subject to the periodic internal program review process which is required at each institution.

Both institutions are subject to the quality standards established by the National Council for the Accreditation of Teacher Education (NCATE). The NCATE review process includes an assessment of advanced graduate programs at member institutions. This program will be subject to NCATE standards and will be reviewed periodically along with all other teacher education programs at both institutions.



The University of Rhode Island

RHODE ISLAND
COLLEGE

PROPOSED AGREEMENT ON THE GOVERNANCE AND ADMINISTRATION OF THE PH.D. IN EDUCATION

1. The degree shall be cooperatively offered by The University of Rhode Island and Rhode Island College as equal partners.
2. The equal partnership shall be reflected in the diploma, which shall include, where institutions are named:

THE UNIVERSITY OF RHODE ISLAND

AND

RHODE ISLAND COLLEGE

3. This joint effort has been developed in recognition of the College's 137 year history of academic programs in the field of education and the strength of its faculty in this area and also in recognition of the University's history and experience in doctoral education, its mission in research, and the strength of its faculty in teacher education and school-related programs.
4. Approval of the program shall occur through the normal governance channels of each institution.
5. The continuation of this program depends on the continued agreement, support, and participation of both institutions. Termination or withdrawal of support of the program at either institution will result in termination of the program.
6. In all respects, the program shall function as a single degree program.
7. The Program shall be governed by two committees, a Program Committee and an Administrative committee, each consisting of equal membership from the two institutions.
8. The Program Committee shall consist of four members of the program faculty from The University of Rhode Island and four from Rhode Island College. The committee shall elect its own chair or may elect co-chairs. Meetings of

the committee shall be scheduled to represent, over time, equal presence on both campuses. Minutes of the meetings shall reflect agreements made and motions approved or disapproved. Minutes shall be distributed to collegiate and graduate deans on the respective campuses.

One duty of the Program Committee shall be to assure that required courses in the program are scheduled and appropriately available to students. Over time, these courses shall be scheduled so that students spend an equal amount of time on the two campuses and are taught, in the core courses from an equal number of faculty from the two institutions.

9. The membership of the Program Committee shall be drawn from the program faculty which shall consist of faculty members with graduate faculty status who fulfill on a continuing basis responsibilities in teaching and student advising analogous to faculty members in a department for programs in their department. Over time, the program faculty will draw from equal numbers of faculty at each institution. Rules for establishing membership in the program faculty shall be developed by the Program Committee and approved by the Administrative Committee. Regulations regarding the participation of other faculty members in the program, through teaching or serving on students' graduate committees, shall also be established by this procedure.
10. Proposals for changes in the curriculum of the program shall require the approval of at least three members of the program committee from each institution. If necessary, a mail or telephone ballot is an acceptable means of completing balloting on proposals for curriculum changes.
11. The Administrative Committee shall consist of the graduate dean from each campus, the appropriate collegiate dean from each campus, and one member of the Program Committee from each campus. Chief academic officers, may, at their discretion, designate one additional member, to serve on the Administrative Committee.
12. The Administrative Committee shall provide such liaison, communication, and oversight as one normally expects between departments and deans with respect to graduate

programs. It shall also be the charge of the Administrative Committee to monitor the program in ways that seek to keep the administrative burden to students at a low level. The Administrative committee shall meet at least twice per year, once on each campus. Minutes of the Administrative Committee shall reflect agreements made and the action taken on motions before the group; minutes shall be distributed to members of the committee and to the chief academic officers.

13. General administration and supervision of the program shall be under the appropriate collegiate and graduate authorities of the two institutions.
14. Administrative procedures for the program shall be established to minimize the difficulty for students in dealing with two institutions. Thus, the Program and Administrative Committees are directed to establish mechanisms so that students are clearly directed to one procedure for each requisite step in applying to and completing the doctoral degree. For example, these procedures would establish a mechanism for students to complete one application; pay one application fee; file one set of materials for submitting a program of studies, taking the qualifying and comprehensive examinations; obtaining Human Subjects Review Board approval, where needed; and scheduling and completing the oral defense of the dissertation. There shall be one set of rules governing the preparation and approval of dissertations.

Similarly, students shall be subject to one set of regulations regarding their continuing in satisfactory status in the program; and there shall be one procedure for students to appeal any adverse decision with respect to their status in the program.
15. One official record shall be kept for each student in the program. The contents of the record will be available, as is appropriate, to parties on both campuses.
16. Approval of the student's graduate committee and the assignment of the major professor is subject to the approval of the collegiate dean and the graduate dean on both campuses. The committee for each student shall contain at least two faculty members from each institution. The Program Committee shall adopt and

Appendix D

PROPOSED BUDGET

June 26, 1991

JOINT DOCTORAL PROGRAM IN EDUCATION: URI and RIC

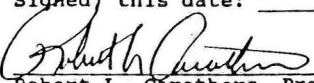
EXPENDITURE ESTIMATES

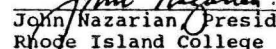
	FTE	1992-93	1993-94	1994-95	1995-96
Personnel Services					
Administrator (+ 4.5%)	1	68,970	72,074	75,317	78,706
Faculty (+ 4.5%)					
Year One (46,630)	0				
Year Two (47,729)	2		95,458		
Year Three (50,922)	3				
Year Four (53,213)	4			152,766	
Summers (3,573 + 4.5%)			7,468	11,706	212,852
Secretary (+ 4.5%)		24,000	25,080	26,209	27,389
Fringe Benefits @ 30%		27,891	60,024	79,799	100,578
TOTAL PERSONNEL		120,861	260,104	345,797	435,837
Consultants					
Planning/Evaluation (+ 4.5%)		5,000	5,225	5,460	5,706
Visiting Scholars (+ 4.5%)		5,000	5,225	5,460	5,706
TOTAL CONSULTANTS		10,000	10,450	10,920	11,412
Operating Expenses					
Travel					
Out-of-State		1,500	3,000	4,500	4,500
In-state		500	500	500	500
Publications		5,000	4,000	4,500	5,000
Other		5,000	8,000	10,000	12,000
TOTAL OPERATING EXPENSES		12,000	15,500	19,500	22,000
Capital					
Library (+ 9%)		15,000	16,350	17,822	19,426
Technology		20,000	7,000	3,500	3,500
Office Furnishings		4,000	--	4,000	--
Space		--	--	15,000	--
TOTAL CAPITAL		39,000	23,350	40,322	22,926
Student Assistance					
Fellowships 1/year (+ 9%)		--	3,000	6,540	10,695
Graduate Assistant					
Stipend (+ 9%)		8,000	8,720	9,505	10,361
Tuition 4,349 (+ 9%)		6,304	6,872	7,490	8,164
1,435 (+ 9%)					
Second-year students					
Stipends 12 @ 12,000 (+ 9%)				144,000	156,960
Tuition 12 @ 4,349 (+ 9%)				89,880	97,968
1,435 (+ 9%)					
TOTAL STUDENT ASSISTANCE		14,304	18,592	257,415	284,148
TOTAL EXPENDITURES		196,165	327,996	673,954	776,323

monitor procedures which ensure that, over time, the number of students supervised by major professors from the two campuses are equivalent.

17. Ordinarily the degree will be conferred at the institution of the student's major professor, or the student may choose to participate in both commencements.
18. Interpretation of this agreement, for purposes of its implementation, shall be made by agreement of the presidents of the two institutions.
19. This doctoral program and its attendant administrative and governance structure is unique within the Rhode Island system of higher education. This agreement does not represent precedent for other similar agreements, and it is not envisioned that any will be proposed at the doctoral level.
20. Nothing in this agreement shall be construed to change the fundamental mission of the University of Rhode Island nor of Rhode Island College.
21. Modification of this agreement shall require the approval of the signatories below or their successors.

Signed this date: 8/29/91


Robert L. Carothers, President
The University of Rhode Island


John Nazarian, President
Rhode Island College

**Proposed Budget
Joint Doctoral Program in Education: URI and RIC
Revenue Estimates**

	1992-93	1993-94	1994-95	1995-96
Tuition				
First-Year Students (12)	---	\$58,956	\$64,260	\$69,972
Summer + PT = 17 credits				
1991-92 \$243*/credit + 9%				
1992-93 \$265				
1993-94 \$289				
1994-95 \$315				
1995-96 \$343				
Second-Year Students (12)			\$89,880	\$97,968
FT + Summer				
1991-92 \$4,349 + \$1,435 + 9%				
1992-93 \$4,740 + \$1,564				
1993-94 \$5,167 + \$1,705				
1994-95 \$5,632 + \$1,858				
1995-96 \$6,139 + \$2,025				
Third-Year Students (10)				\$58,310
PT + Summer = 17 credits				
1991-92 \$243*/credit + 9%				
1992-93 \$265				
1993-94 \$289				
1994-95 \$315				
1995-96 \$343				
Graduate Assistant (1)	\$6,304	\$6,872	\$7,490	\$8,164
FT + Summer				
TOTAL REVENUES	\$6,304	\$65,828	\$161,630	\$234,414

*NOTE: 1991-92 = Out-of-State (\$330) + In-State (\$155)/2

6/26/91